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ABSTRACT

Peace education is and will continue to be a goal of early childhood educators around the world. A variety of definitions of peace and peace education can be found in the literature. A plethora of resources has become available during the past decade for those wishing to teach peace in educational settings for young children. The literature is replete with statements and examples regarding the necessity of peace education for the child's optimal social-emotional development. However, the literature dealing with peace education for infants and toddlers is severely limited. Three recent articles provide concrete examples of appropriate peace education practices for infants and toddlers. The classroom setting for 3- to 6-year-olds should offer space, materials, and opportunities for harmonious and interactive play. Planned program or curriculum activities can also enhance the peaceful classroom. Children's literature can be a powerful vehicle for strengthening communication skills and teaching peaceful conflict resolution. Therefore, books used with children should be screened and evaluated beforehand to determine the values they convey about peace and conflict. Some books can provide information that children can use to solve their own problems of dealing with anger. Writing books can also be a wonderful experience for primary level children. Some items in the peace literature are more appropriate for primary level and older children; many of the concepts in these books are at an adult level, and must be adapted to the children's cognitive and affective developmental levels. Others books are designed specifically for adults. For example, Maria Montessori's work, "Peace and Education," puts forth many concepts that still hold true today, including the observation that, to set about a sane, spiritual rebuilding of the human race, we must go back to the child. (A 150-item bibliography lists adult and children's resources on peace education.) (AS)

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Peace Education for Children:

Research on Resources

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Peace Education SIG

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Education for peace was, is, and will continue to be a goal of early childhood educators around the world. How shall personal definitions of peace and peace education be arrived at? The literature is replete with definitions and suggestions. Evangeline Ward (1985, p. 3) asked whether peace is only the absence of war. "Is it freedom from oppressive and disquieting thoughts? Is it the absence of activity and noise? Or do you mean stillness and quiet? Or do you mean mutual accord--harmony in human nature? Or is not what we want `the presence of peace?'." Peachy (1981, p. 9) has defined peace as including appreciation of other peoples, a lifestyle of reconciliation, taking action to solve problems and resolve conflicts, justice, community and well-being, as encompassed in the word SHALOM. [It is interesting to note that Jewish mourners are required to refrain from using greetings or saying prayers that include the word "shalom" during the first seven days of grieving, because that is out of place with their volatile feelings upon the loss of a dear one.]

Reardon (1988, p. xix) states that there are as yet no clear and precise limits to, nor standards for, what is to be included in peace education. She found that the central values of stewardship (reversing the violence inflicted on the natural environment), citizenship in a global society, and the relationship binding together all peoples of the Earth in a network of inter-dependence, appear to be core curriculum concepts. Marquez (in Hopkins, Winters, & Winters, [1988], p. 9) states that peace education is an environment, not a curriculum. "It takes place in the classroom, the teacher's lounge, at parent meetings, in the supermarket and at home. It is not a subject to be taught, it is to be lived. It never stops and it involves everybody.

Backstrom (1986), believes that:

> Children should learn that all people are of equal; value. They should think of how life is for other people and listen to others and try to understand them. They should express what they think, and do what they think is right. They should be able to get angry without fighting, and use non-violent means to achieve their ends.

According to Aline Stomfay-Stitz (August, 1991, p. 7), peace education had been barred from educational literature in the United States as a result of accusations over the course of several decades. In fact, the peace educator moved from the position of honored colleague prior to World War I, to one of banned recalcitrant two decades later. It is only in recent years, as the teaching of nonviolence and conflict resolution has become a central focus in the schools, that peace education began to move back into the mainstream, led by early childhood educators who had continued to integrate the techniques into daily classroom life, all through the years. In fact, Concerned Educators Allied for a Safe Environment (CEASE), an umbrella organization for early childhood peace educators in the U.S., celebrated thirteen years of action in 1992.

During the past decade, a plethora of resources has become available in the United States (U.S.) for those wishing to "teach peace" in educational settings for young children. The National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), and CEASE have focused their attention on peace education, nonviolence, and conflict resolution in the home, the classroom and the world. New Society Publishers, one of the premier producers of books on peace curriculum and methodology, has included several developmentally appropriate early education items in their current list. (See, for example: Brody, E., Goldspinner, J., Green, K. Leventhal, R., & Porcino, J. (1991); Carlsson-Paige, N. & Levin, D.E. (1990); Cloud, K. (1984); Hopkins, S., Winters, J. & Winters, L. (1988); Judson, S. Ed. (1984); Wichert, S. (1989)). Other sources for curriculum materials are the Grace Contrino Abrams Peace Education Foundation in Miami, Florida, which numbers among its publications, Peacemaking Skills for Little Kids (Schmidt & Friedman, 1988), and the Jane Adams Peace Association of Philadelphia, Pennsylvania. In recent years, materials about peace education for young children and their adult caregivers have experienced an upsurge in popularity. For those adults who spent countless hours watching the television portrayal of what was happening in the Gulf in particular, and the Middle East in general, or those viewing the upheavals in Eastern Europe,

early childhood and elementary education publications offered concrete suggestions on how to guide children through the rough times. Fostering cooperation, respect for self and others, and appreciation of diversity are emphasized in these articles. Violence, whether on the television screen, in the movies, or in dramatic play portrayals of characters such as Ninja Turtles, is decried. The depth and breadth of this recent literature underscores the great need for peaceful, stress reducing, affirmation activities in our early childhood education settings.

The analysis of the Pre-school Education for Peace Questionnaire by Maria Dunin-Wasowicz (1985, p. 2, 8, 11, 38) notes five recurring fundamental themes in the responses from seventeen committees of the World Organization for Early Childhood Education (OMEP). They include:

a) the forming (shaping) of a positive and friendly attitude toward the world

b) education leading to personal autonomy and to cooperation with others, the teaching of autonomy and of cooperation for dialogue

c) education in pluralism and the preparation for communication

d) the awakening of the feeling of national identity (pride)

e) international education

Reardon (1988b, p. xix) and her research team at Teachers College of Columbia University identified the topics listed below as general conceptual areas currently included in the field of peace education:

Peace (Concepts, Models, Processes)

Conflict, Conflict Management, Conflict Resolution, War, Weapons

Cooperation and Interdependence

Nonviolence (Concepts, Practices, Cases)

Global Community, Multicultural Understanding, Comparative Systems

World Order, Global Institutions, Peacekeeping (Methods, Models, and Cases), Alternative Security Systems

Human Rights, Social Justice, Economic Justice, Political Freedom

Social Responsibility, Citizenship, Stewardship, Social and Political Movements

Ecological Balance, Global Environment, World Resources

The literature is replete with statements and examples regarding the necessity of peace education for the child's optimal social-emotional development. For example, in Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, Bredekamp (1987, p. 55) writes: "Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times." [For a more detailed comparison of the Convention on the Rights of the Child with the Bredekamp volume, see Griffin, 1989]. According to Orlick (in Kome & Crean, 1986, p. 183), peace education activities are designed to foster trust, cohesiveness, communication and positive social interaction skills. Carlsson-Paige and Levin (1985, p. 24-25) concur, stating that peace education ... emphasizes the learning of certain values such as cooperation, respect for self and others, appreciation of similarities and differences among people, and cultural diversity. It attempts to help children develop skills such as the ability to ... resolve conflicts peaceably, and to solve complex problems. Peace

education also emphasizes specific classroom practices which can further children's understanding of war and peace.

Developmentally appropriate early childhood curriculum already contains the elements of peace education developed by Lillian Genser and quoted by Marquez (in Hopkins, Winters, & Winters, [1988], p. 9):

self-concept - awareness of self
community - awareness of others
problem-solving - conflict resolution
science - love of nature
multicultural - global awareness
creative arts - imagination

Judson (1984, p. 1-2) details these five components which nurture learning and can contribute to nonviolent resolution of conflict: affirmation; sharing feelings, information, and experience; supportive community; problem-solving; and enjoying life. A peace education curriculum which addresses these areas can help children cultivate a sense of mastery and control, a critical dimension of children's development. Providing them with appropriate facilities and materials can help in the expansion of concepts and the expression of ideas.

The environment is a source of peace education. Stomfay-Stitz (February, 1992, p. 4) points out that it has a strong impact upon the development of attitudes about self and others, and the skills one learns for co-existing in groups. She reminds us that the teacher is the key element in providing an "ideal environment." The teacher models prosocial behavior and peaceful attitudes. The teacher demonstrates through teaching strategies that harmony is possible. The courtesy and politeness expected of the children should first be modeled, even over-emphasized, by the teacher. Child behaviors that model peaceful solutions to problems, large and small, should be noted and appropriately rewarded, so that children can learn to

recognize the methods of conflict resolution (Marquez in Hopkins, Winters, & Winters, [1988], p. 9).

Infant and Toddler Settings

The literature dealing with peace education for infants and toddlers is severely limited. The model of appropriate care for children from birth to age three detailed in Developmentally Appropriate Practice in Early Childhood Education (Bredekamp, 1987) includes several sections which form a foundation for peace education concepts. Three recent articles provide concrete examples of appropriate practices. Whaley and Swadener (1990) suggest that by allowing the child to feel competent, self-esteem can be built. Planning that encourages independence and permits the child to do things for him/herself is worth the effort. Encouraging creative and unique responses, whether in artwork or in discussion allows each child to be satisfied with their own response. Labeling and talking about feelings and emotions is important in helping children to develop empathy for others. Adults should encourage positive attention-seeking behaviors and should model caring behavior. Olmstead (in Hopkins, Winters, & Winters, [1988], p. 16-17) offers a series of sixteen activities to help infants and toddlers value peace, empathy and cooperation. Among the examples cited is the following: "Wrap a number of soft things in tissue paper (toys, stuffed animals, etc.) and ask a child to help you do some `work' unwrapping these things. Identify each item as it is unwrapped". This activity is designed to support the concepts that "people can help each other; [and that] helping each other can make an experience easier and more rewarding." Social-emotional, fine motor and language skills are developed through the activity. Gonzalez-Mena (January, 1992, p. 4) discusses conflict resolution and negotiation between parents and infant-toddler caregivers over caregiving practices resulting from individual and cultural differences.

Settings for Three-to Six-Year-Olds

The teacher plans and prepares the physical environment of the classroom so that it offers space, materials, and opportunities for harmonious, interactive play. The setting should support the program goals and objectives. Peace education is reflected through materials in the classroom such as posters, books, and pictures that show people from a variety of backgrounds, each supporting peace in their own way. A classroom that allows the child maximum independence and comfort leads to a low stress level for both adults and children. Provision of duplicate toys and materials, and inauguration of a process for problem-solving, assists children as they utilize the dramatic play, block, art, music, library and language, computer, science and math, water, sand, and other classroom areas. Beaty and Tucker (1987, p. 38) suggest that a small group approach (with three or four children) to the introduction of computers seems best. Following that, the children develop their social skills as they work in pairs at the computer during activity time. Beaty (1987, p. 40) states that, "the two users (can) work out their own turns and their own methods for using the various programs." Teacher imagination can lead to such creative uses of the activity areas as those described by Wichert (1989). A dramatic play area that involved parents and children in building the concept of shelter physically and cognitively; block and table toy areas with a surplus of materials; specific strategies for discouraging and dealing with construction of violent, war-type toys; and a new way of looking at the free-choice art area, are included in this teacher/director's account of Keeping the Peace.

Planned program/curriculum activities can enhance the peaceful classroom. Music played during the day can reflect a message of peace. A variety of child-made instruments can add to the individual pride and the pleasure of music making in the group setting. By the end of the year, there should be enough instruments so that everyone can take one home. Relaxation and stress reduction activities (Cherry, 1981) can put caregivers and children at ease. Creative movement activities foster creativity and individuality within the group setting. They may also be used to foster cooperative group activity (Benzwie, 1987, p. 47, 81-111, 120-121;

Prutzman, 1988, p. 20-32). Whole group activities, such as discussions which foster problem-solving and critical thinking, or role play involving conflict resolution skills and nonviolence, allow children to begin to de-center and examine other points of view.

Children's literature can be a vehicle for strengthening communication skills and teaching peaceful conflict resolution. Stories about peace heroes/heroines and the use of non-violent methods help children realize that peace is just as much a cause for which to live (or die) as is war. Therefore, when a child wants something to read, one of the options should be a source that deals with peace. The impact of a favorite book on a child can be astonishing, and the collective impact of what we present to children in books conveys many values in a number of ways. It is for this reason that books used with children should be screened and evaluated (Wichert, 1989, p. 39). Never use a book you haven't read. Read the words to determine what the message of the plot is. For example, the popular Three Billy Goats Gruff conveys the message that if you are big enough and tough enough, you will be all right. The conflict is always solved by an act of force. Books convey values by their use of language. Examples of this include use of the common terms fireman, mailman, and policeman rather than fire fighter, mail carrier and police officer. Look at the values the illustrations convey. Are the characters engaged in violent, neutral, or peaceful acts? Information presented visually often has more impact than information that is heard. Look carefully at the people and animals presented in the book, and at what they are doing. Remember: the only one of these three problems that can easily be eliminated is the language problem.

Many fiction and non-fiction books about feelings and conflict resolution are beautifully written. The following are examples of children's books that deliver the messages of peace and cooperation in terms children understand. Some of them prompt children in the class to say, "That's just like what happened to me/ us." This opens the door for discussion and the use of resolution techniques. Our Peaceful Classroom (Wolf, 1991), is based on children's artwork from Montessori schools around the world. It uses that artwork to showcase concepts taught by example and guidance in the Montessori classroom. One section highlights conflict

resolution in this way:

> "Sometimes two of us want to use the same material at the same time. We might start to fight over it. Then our teacher tells us that hands are for helping, not for hurting. Our teacher asks us to think of a better way to decide who can use it. We decide to take turns because that is the most peaceful way" (Wolf, 1991, 10-13).

Anger is often associated with conflict. Some books can provide information which children can use to solve their own problems. (See for example: Chapman, 1973, The Magic Hat, and Merriam, 1961, Mommies At Work). The non-fiction work, Sometimes I Get Angry (Watson, Switzer, & Hirschberg, 1986), is a read-together-book. It explains to parents, in simple terms, which adult behaviors may increase or decrease a child's displays of anger. Leo Lionni's animals are non threatening, and engage in activities that could be a source of both discussion and emulation by children. (See annotations for brief synopses). Other authors whose writing for children has consistently been cited for excellence in dealing with peace education topics are: Rose Blue, Norma Klein, Anita Lobel, Arnold Lobel, Scott O'Dell, Brinton Turkle, Judith Viorst, William Wondriska, and Charlotte Zolotow.

An evening meeting can be the ideal time to involve parents in the process of evaluating childrens books. Wichert recounts one such experience is this way:

> "At the beginning, we were all in one group, and we presented parents with several books and asked them to comment. We had deliberately chosen one or two that we thought were awful, so the comments were interesting. We then asked the parents to break up into small groups of about four, gave them a list of questions, along with ten books, and asked them to have fun. Staff circulated around and sat in on a group now and then, but that was primarily for our own interest. The parents had such a wonderful time that it was very difficult to get them to stop when we had run out of time. What we heard the next day was that many of them had come away with a new perspective on something they had previously taken for granted." (Wichert, 1989, p. 41)

Primary Level Settings

Writing books is a wonderful experience for children. This can be done individually or in small groups. Judson (1984, p. 25) notes two such activities recounted by teachers. In the first, when a child has completed reading a story she or he really likes, she or he is encouraged to make a "book". Some children read these aloud to a group or to the class. Some simply put the book on a special shelf. The book is then available for everyone to read and share. Ditto books are made by fifth and sixth graders who write and illustrate their own dittos. (These could be made by younger children if someone writes down their words and then they illustrate the pages.) The dittos are run off, then collated and stapled together by each person who wants a book. Usually everyone in the class wants one of these books, whether or not she or he has a story in it. Making the dittos can be a strong sharing and affirmation activity in itself. Even though this teacher's students were not used to working together, or listening to each other, and they found it difficult to listen to individual or group reports, everybody appreciated each other's ditto pages. The students congratulated each other on their work and were proud of themselves.

Another of Judson's (1984, p. 68) anecdotes describes Chuck, a "teller of tales," who discovered the fun of telling his own version of stories. "He'd choose a book that appealed to him and seemed appropriate for the day. After reading it thoroughly to himself the night before, he'd arrive at the school with the story in his mind. The tale evolved with drama, and originality. `And what do you think happened next?' he'd ask at an exciting point. Some child would jump up, wide-eyed, and respond. Whatever the answer, Chuck incorporated it into the story. With a deep, grumbly voice and a shy, high-pitched one, as well as several others in between, dramatic gestures and great humor, Chuck had everybody enraptured - including himself."

Some items in the peace literature are more appropriate for primary level and older children. Many of the concepts in these books are at an adult level, and must be adapted to the children's cognitive and affective developmental levels. Such a volume is Dr. Seuss' contribution, The

Butter Battle Book, which joins the battle between the Zooks, who eat their bread "butter side down" and the Yooks who "keep their butter side up." Each side comes up with bigger and better weaponry, until they both emerge with the ultimate weapon, the "Bitsy Big-Boy Boomeroo". The book ends with the evenly matched sides teetering on the brink of destruction. Charlene Gleazer (Reardon, 1988, p. 167-8) came up with the following solution for how it might have ended, in her "New Verses for The Butter Battle Book":

When the Yook sneaked around
For a much better look
His down-buttered bread
Collided with Zook!

Startled-amazed-
Unable to speak
They saw they'd created
An edible freak.

Butter-side up
And Butter-side down
Went smoothly together
With hardly a sound.

They liked this new thing
Its success was a cinch
I think we should call it
A Zooky-Yooky Sandwich.

Divided in half
Each had a share
Which butter-side up?
We really don't care.

They broke down the wall
No longer divided
All of their bread
Is butter **in**-sided.

That ends the story
As told in our books
Of the Big Butter Battle
'Tween the Yooks and the Zooks.

You've seen how it ended
With nary a sputter
That awful, terrible battle
Over how to eat butter.

Indeed what began
With Snickberry Switches
Has now ended happy
As we all eat sandwiches.

Anita Lobel's tale, Potatoes, Potatoes is suitable for the primary grades. It tells of a mother who is unable to keep her sons from the "glamour" of war, but ends up providing the means for a peaceful solution when the starving opposing armies converge on her house during a battle. Books for young people which depict stark realism include the Sierra Club's Peace Begins With You (Scholes, 1990), which states that, "Peace means different things to different people in different places at different times in their lives," and Judith Vigna's narrative, Nobody Wants A Nuclear War, in which two children discover how their mother can help them work through their fear of a possible nuclear war. Books which include actual work

done by children, such as Children As Teachers of Peace (Jampolsky, 1982), graphically illustrate that young people have very specific ideas of what peace is, and how it is manifested. Moir's (April, 1991) article in the Instructor magazine provides an overview of other books for younger and older children that teach peaceful conflict resolution. His article follows in the tradition of "Books, Children, and Peace," (Fassler & Janis, 1893), which was written as a follow-up to the 1982 conference, "Social Scientists and Nuclear War."

Some books are designed specifically for adults. In Peaceful Children, Peaceful World, Wolf (1989) abstracts the essence of Dr. Maria Montessori's 1932 (English translation, 1943) work, Peace and Education. The stark illustrations by Joe Servello are designed to give the feeling of the time period in which the book was written. Among the concepts stated by Dr. Montessori in her book which hold true to this day, are the following:

(1) True peace suggests the triumph of justice and love among all people.

(2) To set about a sane spiritual rebuilding of the human race we must go back to the child.

(3) In the child we can find the natural human characteristics before they are spoiled by the harmful influences of society.

(4) If education recognizes the intrinsic value of the child's personality and provides an environment suited to spiritual growth we have the revelation of an entirely new child...who can...contribute to the betterment of the world.

(5) We must substitute more nourishing conditions in our schools for the unfortunate circumstances to which young students are usually subjected.

(6) Differences (for example poverty vs. wealth) between nations must be eliminated so that all humanity can be united in a worldwide community.

(7) Through new education we must enable children to grow up with a healthy spirit, strong character and a clear intellect so that as adults they will not tolerate contradictory moral principles... (Wolf, 1989).

Montessori's words speak to us vividly through the years, reminding us that there are a number of ways in which early childhood educators have taught, do teach, and hopefully, will continue to teach peace in home, classroom, and community. The Proclamation of the International Year of Peace (1986) states the universal ideal that peoples must live together in peace and tolerance. It recognizes that education, information, science and culture can contribute to a peaceful end. Children have written (Jampolsky, 1982, p. 87) that the world is torn by savage acts of war and is mended by peace. They remind us (Jampolsky, 1982, p.91) that it's a small world, and ask us to keep it together. The United Nations has spoken, and the child has spoken. Can we, the child's teachers, do any less than teach peace?

ADULT RESOURCES FOR PEACE EDUCATION

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